

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Duncan Primary School

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

Duncan Unified District
McGrath Avenue, Duncan, AZ 85534-0710
Mailing Address: P.O. Box 710, Duncan, AZ 85534-0710

Principal: Mr. Don C. Smith
Schedule: 8:00 AM to 4:30 PM
Web Address: duncan.k12.az.us/index.htm
E-mail: dsmith@duncan.k12.az.us

Grades: Pre-K-3
2002 Enrollment: 166
Phone: (928) 359-2054
Fax: (928) 359-1105

∨ School Overview ∨

Mission

Our school seeks to provide a comprehensive, success-oriented learning environment for all students. These opportunities are designed to develop potential in areas of academic ability, vocational awareness, cultural appreciation, physical well-being, and social and community development. We do this by providing a basic education, encouraging parents to be involved in their child's learning-process and empowering students with the necessary skills for success.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Back-to-Basics
- w Team Teaching

School/Academic Goals

- w Instruction is planned to provide curriculum continuity and integration of subject matter modeled after the Arizona Academic Standards.
- w All students will have equal educational opportunities to master the Arizona Academic Standards and increase academic growth in content areas, with emphasis on reading, oral and written communication skills and math.
- w Parental inclusion to help ensure successful education for all students.
- w Introduction to computer literacy with academic material and selected software. Spanish language classes and songs are worked into the classes weekly.

Instructional Programs

- w At-risk Preschool--Head Start
- w Enrichment Experiences
- w Beginning Spanish
- w On-site Special Education
- w Inclusive Gifted Activities
- w Title I Reading Support
- w English Learner--Support
- w Phonics-based Reading Program

Enrollment

| | |
|--|-----|
| October 1, 2001 School Year Student Enrollment: | 184 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 166 |

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

0 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 1.00 | Teacher | 10.00 |
| Other Professional Staff | 1.00 | Teacher Aide | 3.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 2 | 0 | 0 | 0 |
| 4 to 6 years | 2 | 0 | 0 | 0 |
| 7 to 9 years | 3 | 0 | 0 | 0 |
| 10 or more years | 1 | 2 | 0 | 0 |

▽ Shared Responsibilities ▽

School

The school strives to provide a safe, educationally enriched environment for all students. The school communicates with parents by providing report cards, progress notes, calendars of events, monthly menu and activity calendar, and periodic parent/teacher conferences. Newsletters are provided on a bimonthly schedule with ways parents can help their child succeed in and out of school.

Parents

Parents are the key to the successful education of their children. They are expected to provide proper nutrition, instill positive attitudes toward learning and develop a sense of responsibility in their child for themselves and their school. By providing support and an appropriate place for their child to do homework, parents will help motivate and build the sense of responsibility that each child must have to be a successful learner.

▽ Transportation Policy ▽

Riding the school bus is a privilege. District boundaries consist of 880 square miles, with a fleet of 13 buses traveling 580 miles daily, transporting 90% of our student body. We need all of our students' and parents' cooperation. Students are expected to follow the bus driver's rules in order to keep riding the bus. If they choose not to follow the rules, their bus riding privileges may be lost for up to a semester at a time.

▽ Calendar Information ▽

| | | | |
|---|----------------|-----------------------------|---------|
| Number of Instruction Days: | 146 | First Day of School: | 8/12/02 |
| Average Daily Instruction Time: | 6 hrs. 15 min. | Last Day of School: | 5/21/03 |
| Operates on Traditional Schedule | | | |

Report Card Release Dates

| | | | |
|---------|----------|---------|---------|
| 9/25/02 | 12/19/02 | 2/19/03 | 5/21/03 |
|---------|----------|---------|---------|

Additional Calendar/Report Card Information

Report cards are released to go home every six weeks, with progress notes being sent three weeks into each grading period. We strive to have open communications between home and school. Teachers are available after school for conferences, call for appointment. There are two regularly scheduled Parent/Teacher Conferences--September 26th and February 21st.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

| | |
|------------------------------------|--------------------------------------|
| W Primary Library and Computer Lab | W Title I Reading Services |
| W Counseling Services/Therapy | W Special Services Screening/Testing |

Extracurricular Activities

| | |
|--------------------------------------|--|
| W Cultural Arts Program at EAC (K-3) | W Mini-learning Workshops |
| W End-of-School Building Picnic | W Field-day Activities |
| W Pizza Hut Book-It Program | W Gardening/Cooking Activities--Kinder |
| W Physical Education | W Music & Special Programs |

School/Community Resources

| | |
|-------------------------------------|--------------------------|
| W School Lunch Program | W Counseling Services |
| W Clothing/Food Banks | W DES/CPS Services |
| W Community College Classes | W County Health Services |
| W GED Classes Available Through EAC | W Public Library |

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Our five-year-old reading curriculum from Open Court is showing impressive results. Pre- and post-reading tests are gauging student/teacher progress. We need to work on comprehension. Our Saxon Math was updated with the new edition this year.</p> | <p>W Open Court has provided extra emphasis on oral and written communications skills. The students are producing some very interesting material for their efforts. Some of the books published by the students are available in the library.</p> |
| <p>W Our parents have been very supportive. We are proud of the way they help in many ways each year. Parent/Teacher Conferences and Open House night are well-attended.</p> | <p>W We moved in to our new facility for K-3 in August, 1999. We have superior audiovisual capabilities, a large library/computer center which connects with the classrooms.</p> |

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 94.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 8.8 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 0.0 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 0.0 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 99.5 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 0.5 % | 1.5 % | 2.1 % | 5.2 % |
| Dropout Rate ⁸ | NA | | | 9.5 % |
| Status Unknown ⁹ | NA | | | 6.0 % |

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

| Award/Honor | Year |
|--|------|
| All Class Reading Project | |
| All School Awards Program at the End of the Year | |
| Cinco de Mayo Program/Yearly | |

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

| Grade 3 | | Number Tested | MS | FFB | A | M | E |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | 40 | 507 | 18% | 22% | 40% | 20% |
| | State | 58840 | 524 | 9% | 17% | 45% | 29% |
| Writing | School | 38 | 513 | 18% | 26% | 47% | 8% |
| | State | 57282 | 541 | 10% | 12% | 63% | 16% |
| Mathematics | School | 38 | 489 | 13% | 55% | 26% | 5% |
| | State | 59030 | 517 | 11% | 27% | 35% | 27% |

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

| Grade | Content Area | 1997-1998 | | | 1998-1999 | | | 1999-2000 | | | 2000-2001 | | | 2001-2002 | | |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
| | | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ |
| 1 | Reading | -- | -- | -- | -- | -- | -- | -- | -- | -- | 80 | 55 | 60 | -- | -- | -- |
| 2 | Reading | -- | -- | -- | 100 | 50 | 50 | 100 | 51 | 52 | 80 | 40 | 53 | 93 | 53 | 57 |
| | Language | -- | -- | -- | 100 | 38 | 40 | 100 | 35 | 43 | 94 | 29 | 44 | 98 | 38 | 48 |
| | Mathematics | -- | -- | -- | 100 | 41 | 51 | 100 | 36 | 55 | 100 | 26 | 57 | 95 | 48 | 61 |
| 3 | Reading | -- | -- | 47 | -- | -- | 47 | -- | 61 | 48 | 100 | 52 | 50 | 85 | 40 | 50 |
| | Language | -- | -- | 49 | -- | -- | 51 | -- | 70 | 54 | 93 | 52 | 56 | 85 | 40 | 57 |
| | Mathematics | -- | -- | 46 | -- | -- | 49 | -- | 76 | 52 | 100 | 52 | 54 | 92 | 30 | 56 |

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

| | Reading | Math |
|-------------------|---|---|
| | Percentage of Students Achieving One Year's Growth | Percentage of Students Achieving One Year's Growth |
| Grades 2-3 | 78 | 68 |
| Grades 3-4 | *** | *** |
| | *Less than 10 students matched | ***Not applicable |

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We continue to participate in programs designed to address issues related to drug, tobacco, violence prevention and gang activity. We teach tolerance and conflict resolution for all students in getting along with each other at work and play. Our district has developed a safety plan for all the schools in case of an emergency.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---|--|--|
| Classroom Instruction | \$1,553 | \$322,080 |
| Classroom Supplies | \$29 | \$6,019 |
| Administration | \$143 | \$29,763 |
| Support Services-Students | \$71 | \$14,709 |
| Other Support Services and Operations | \$216 | \$44,725 |
| Total Expenditures- All Categories 2000-2001 | \$2,012 | \$417,296 |

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

| | Name | Phone | Extension |
|----------------------------------|-------------------|----------------|------------------|
| School Site Council | NDS | | |
| Transportation Policy | John Frie | (928) 359-2473 | 108 |
| Community Resources | Terrill D. Rowley | (928) 359-2471 | |
| School Nutrition Programs | Marla Lunt | (928) 359-2472 | 305 |
| Parent Organization | Don C. Smith | (928) 359-2471 | 204 |
| Student Health/Nurse | Marcia Jernigan | (928) 359-2471 | 246 |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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